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Educational programs for children of migrant workers should bring children within the influence of well-trained teachers. The children should be taught in small groups to broaden cultural experiences and to develop basic skills.

Program supervision and administration should be a state responsibility. The state official should be responsible for determining where and when programs are to be initiated for developing standard procedures for local systems, for organizing in-service educational programs, and for providing needed material and personnel resources.

Instructional programs should be organized in basic skills and subject area units which could be completed within one to six weeks. In addition to the basic elementary school curriculum, citizenship, courtesy, self-respect, and respect for others should be taught. A continuous record of student achievement and health should be kept. Other areas of instruction should include: physical education, applied arts, arts and crafts, music and health.

Various services including an extensive medical program should be provided by the state and federal governments.

A listing of sources to be contacted for help with migrant needs is included.

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GUIDE TO ORGANIZATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS

An Aid for the Implementation of Educational Opportunities for Children of Migratory Agricultural People

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COLORADO

STATE DEPARTMENT OF EDUCATION

Byron W. Hansford, Commissioner of Education

Denver, 1963

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GUIDE

TO

ORGANIZATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS

Developed at

1962 Migrant Education Workshop

July 16-27, 1962

Adams State College

Alamosa, Colorado

Co-sponsored by

Adams State College
and
The Colorado State Department of Education
with assistance from
The Migrant Children's Fund, Inc.

OFFICE OF INSTRUCTIONAL SERVICES

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FOREWORD

The Colorado State Department of Education takes pleasure in presenting Guide to Organization and Administration of Migrant Education Programs. This publication was produced by the participants in the 1962 Migrant Education workshop, which was co-sponsored by the Department of Education and Adams State College, and was supported in part by the Migrant Children's Fund. The workshop was attended by more than one hundred individuals from eighteen states and the District of Columbia.

The Department is glad to give wide distribution to this publication, which represents the thinking of the workshop members. It is general in nature, and is intended to be useful to all who seek to improve educational experiences for the children of migratory workers. Although broader in scope than a guide concerned only with conditions in Colorado, the Department believes this booklet will be helpful to everyone in our state concerned with the problems of this critically disadvantaged minority.

Byron W. Hansford

Commissioner of Education

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INTRODUCTION

Free public education for the children of all citizens is part of this nation's heritage, and the creation of universal educational opportunity is a central purpose of the American people. Yet, there are specially disadvantaged minorities in this country who have not received the full benefits of our educational system.

One such group is that of the mobile agricultural workers and their families. Moving as they do from community to community, frequently with only brief stays in each, the children of these workers have often been short-changed educationally. It is difficult indeed to provide adequate schooling for youngsters who shift from program to program, who are constantly adjusting to new teachers and new classmates, and whose previous records are not available to those seeking to help them. Still, American schools historically have accepted the responsibility for providing educational opportunities for people of economic, cultural, or social limitation. It is not unreasonable to expect them to meet the needs of children who move with the harvests.

The 1962 Migrant Education Workshop held at Alamosa, Colorado, represented one effort to cope with this problem. This workshop was one of a series begun in 1957, jointly sponsored by Adams State College and the Colorado State Department of Education. Timely emphasis this year was placed on the topic "The Organization and Administration of Migrant Education Programs".

The present publication was developed by those who attended the 1962 workshop. They hope that a condensation of their thinking can be useful to those planning educational programs for migrants. It is truly a team effort and reflects the contributions of most if not all members of the workshop group, although the persons identified by name did much of the editorial revision.

The Colorado State Department of Education and Adams State College have long been interested in the problems of migrant education. They have cooperated in this area for many years, most notably through joint sponsorship of the summer workshops. Both organizations are continuing to evidence an ever-increasing concern.

The State Department of Education has created a section on the education of migratory children to provide for continued activities in this field. These activities include work with school districts attempting to provide educational opportunities for these children. Since 1961 Colorado has possessed a law calling for state reimbursement of special expenses incurred by school districts in providing education for migrant children. For eight years also the state of Colorado has underwritten

the cost of a number of special summer programs designed specifically to help these boys and girls.

The task is both challenging and complex. Both our commitment to provide adequate opportunities for everyone and our desire to develop to the utmost our human resources, require that we take action. It is hoped the present publication will encourage and aid such action to the end that children will not be deprived of their educational birthright simply because their families lead nomadic lives.

BACKGROUNDS OF MIGRANCY

There are somewhere near two million domestic migrant workers in the United States. The education of their children is a matter of ever increasing importance. The socio-economic problems faced by our nation in dealing with the migrants' situation are complex. These problems must be studied carefully and in depth if they are to be resolved.

Domestic migratory workers tend to follow well defined paths which vary with general economic conditions of agriculture. There are five major annual streams that originate mainly in the southern states.

The Migrant Movements

The first stream is the east coast movement. The migrant people of the east coast stream are predominantly Negroes who move from other southern states into Florida in the fall and move north up the east coast in the spring.

In April a second stream composed of approximately 75,000 Spanish-speaking citizens from Texas moves north through the Rocky Mountains and high plains states.

A third stream begins in the Texas panhandle and consists of about 50,000 skilled, better-paid workers who move northward with combine crews to harvest wheat and other small grains. These workers come from several states and return to their permanent residence areas after the harvest.

Around 100,000 migrants from Texas move north through the mid-western states, forming the fourth main stream.

The fifth path is that of the western states movement as approximately 100,000 fruit and vegetable workers move from Texas and California through the Pacific Northwest.

Farmers' Concern

In addition to these five basic migratory patterns there are many minor routes. Along these five major migrant routes some farmers have worked with increasing vigor to improve the working and general living conditions for their laborers.

Basics to Migrancy

Many agricultural migrant laborers are restricted to manual field work because of their rural-culture background and the limitations of general and vocational education. The rapid technological changes in both agriculture and general industry are rapidly decreasing the demands for unskilled labor. Preparation in general education and in vocational skills are requisites to fulfillment of successful living in the present and future society.

Education Needed

Individuals with fully developed selfhoods are an aspiration of our democratic society. Individuals establish the composite that becomes a strong national society. It is evident, then, that organized education should aspire to promoting the total growth of every individual.

Philosophy of Education

Opportunity for education is a privilege offered to American children. An educated citizenry is essential for the preservation and continuation of our American heritage. Education is essential for the individual to create the good life. This privilege to an education must be continuingly open to all of the nation's people.

Organized learning opportunity is the most satisfactory way for children to develop fully their capabilities into abilities that will benefit themselves and the general society. Education is the most important single factor that will assure the future economic and social well-being of the people of this nation. Equality of educational opportunity assumes an acceptance of societal responsibility to aid the child in learning from whatever base of beginning the child starts to open-ended opportunity at the higher levels.

A fully adequate educational opportunity is the main objective of a migrant education program. Educational opportunities must be offered to the migrant child wherever he happens to be. During the regular school term learning opportunities must be made available to him everywhere. Make-up opportunities should be provided to him for attaining normal achievement when movement causes loss of learning opportunity during the regular school periods.

Objectives in Education for Migrants

Basic objectives are:

1. to bring children under the influence of well-prepared, dedicated and sensitive teachers teaching the children individually and in small groups. Through these contacts children should develop feelings of belonging, security, and satisfaction in the school environment,

2. to broaden the experiences so lacking in the cultural environment of migrants,

3. to aid children in the mastery of tool subjects to the extent of their inherent ability.

ORGANIZATION FOR MIGRANT EDUCATION

Need for Organized Efforts

Some areas of the United States have organized effectively to meet the needs for education of migrant children. State, local, and national programs have been initiated. Coordination is needed between all school districts of the nation that have migrant children in temporary or permanent residence. Administrative cooperation must be promoted. There are definite benefits in exchange of curriculum understandings.

Every school district in which agricultural migratory children live in permanent or temporary residence has a responsibility for making specific provision for their education. Traditional curricula, in content, forms, methods, and organization may serve the migrant child poorly. The will and energy to adapt school programs to the carefully surveyed needs of these children is highly desirable. This guide may aid state educational departments and local school districts to organize better for meeting the educational needs so necessary for these children.

State Responsibility

A person in the state department of education should be responsible for supervision and administration of migrant education. He can operate best within the limitations of the state school organization. In Colorado the department of education has made such provision.

Suggested Duties at the State Level for Program Direction

The duties of the state-level supervisor should include the following:

1. Visit and become personally familiar with the culture, values, educational status, and economic conditions of all migrants in the state.

2. Determine the arrival and departure patterns and the number of migrant children in all areas.

3. Develop standards and procedures for regulating migrant education programs.

4. Approve programs and allotments for individual districts participating.

5. Organize and conduct inservice preparation for administrators and teachers.

6. Develop resource lists and materials for local school use.

7. Maintain close liaison with departments of health, welfare, and all other agencies concerned with migrant labor.

8. Aid in the enforcement of state compulsory attendance laws.

9. Promote interstate and intrastate cooperative programs of pupil record transfer.

10. Disseminate information and take active leadership in promoting good public relations.

11. Evaluate continuously and make necessary recommendations and changes.

12. Make necessary reports.

Local Responsibility

A qualified person who is sympathetic to the situation of migrant children should be designated at the local level to organize and administer the migrant education program.

Suggested Duties at the Local Level for Program

Among the duties of the local leader are the following:

1. Survey and evaluate the needs of migrant children who enter the local scene.

2. Procure qualified teachers who are sympathetic to and will understand the needs of migrants.

3. Organize program and develop class schedules.

4. Develop, with teachers, curriculum revisions, teaching methods and materials, as they apply to migrant education.

5. Communicate and cooperate with local individuals and organizations in order to provide services that are not available within the school.

6. Explain educational program, and value thereof, to parents of migrant children.

7. Provide for the enforcement of attendance laws.

8. Prepare required reports.

National Legislation

Many migrants because of the very nature of their movements in crop work must cross state lines seeking employment. This suggests that cooperation among the states is needed to aid in solving migrant problems. Limited federal legislation perhaps is a logical means to solution of some problems facing migrants.

Workshop participants favor federal legislation which would aid states and local districts in providing adequate education for migrant children. Such federal legislation might supply financial support and incentive for developing programs. The need for such legislation is based upon the interstate nature of the problems.

State legislation is needed in many states to expand state migrant education opportunities. Such legislation should place the authority and responsibility within the department of education. Any federal financial assistance should be supplementary to the state and local program responsibility.

State Legislation

The state should assume the responsibility for promoting sources to provide sufficient funds to finance regular and special education programs for migrants when and where needed. In Colorado, legislation and appropriations already exist to serve these ends.

Legal residence status of migrant children for school purposes, and school attendance requirements, should be studied in most state legislation and revised as needed.

Provisions for coordination between existing state agencies that have responsibility for migrant labor is recommended. This may be achieved by mutual cooperation or by legislation when necessary.

INSTRUCTIONAL PROGRAMS FOR MIGRANTS

Because of the preparation needed for living in the American society with its complex culture, instructional programs for migrants need to be as carefully planned as the programs for resident pupils.

Learning situations for migrant children should include, but not be limited to, the basic elementary academic curriculum. A planned program which gives the child opportunity to interrelate with people and situations in an affirmative manner should be provided. Deliberate instruction should be given in citizenship, courtesy, the democratic practices, self-respect, and respect for others. Careful consideration and planning are needed so as not to destroy one culture to build another. The

Learning Situations

most effective approach with children possessing cultural duality is to build on one to enhance the other.

Classroom Organization

An effective job of instruction can be accomplished by using achievement grouping. The wide range of abilities of migrant children make such grouping ineffective if the age span within any group is too great. Grouping can be accomplished within the classroom or by formation of new classrooms. Children seem to learn best when placed in groupings where they can realize achievement. Age grouping in many cases provides the most practical means of division. Regrouping for special purposes is recommended. Local policy in all cases should dictate the matter of how best to organize classroom for the instruction of migrants.

Class Size

For effective teaching there should be a limited number of children in each class room. The suggested class load is a maximum of 20-25 for the primary grades and a maximum of 30 pupils beyond the third grade during the regular school terms. The summer school class size, because of the remedial nature of the program, is best limited to 15 pupils.

Facilities, Equipment, Materials

Physical facilities should be spacious and adequate to meet the needs of the teaching program.

The teacher should be provided with a wealth of tools and materials to allow development of experience activities necessary for learning.

A classroom should be a workroom to encourage active learning. There should be provision for books on all reading levels. Children should be encouraged to read freely.

A classroom should have movable furniture and enough space for individuals' desks and extra tables for work and activities. There should be sufficient shelving and storage space. Bulletin boards should be stimulating and should be changed often with children's original, creative work.

Study Units

Basic skills and subject area units should be planned in short blocks of time to be completed within one to six weeks. The migrant child's attention span tends to be short. Therefore, the program must be scheduled alternately with short periods of active learning followed by periods of restful learning situations.

Problems of Timing

In some situations it would be advisable to work on units that can be completed within one day. Some small project that has been completed can be taken home. To insure interest and

continuous attendance, projects can be started one day to be completed in the next session. This practice is especially valuable during summer school.

Continuity of School Records

It is of vital importance to maintain a continuing record of the migrant child's achievement. The following information should be made available to (1) the next school, and (2) sent to the home base school of each child:

1. Health status of the child indicating hearing, sight, immunization, and other physical conditions.
2. Reading level.
3. Grade placement.
4. Age and date of birth.
5. Oral language usage.
6. General achievement if available -- most recent achievement.
7. Social adjustment.
8. Attendance record.

Physical Education

A physical education program should include group activities and individual exercises in order to develop team work, fair play, coordination, and individual physical fitness.

The following is a partial list of such activities ... rhythms, jacks and marble tournaments, baseball, softball, basketball, modified football, rope jumping, tether ball, track, tumbling, dancing, and swimming. Team and group activities, well conducted, can be important socializing experiences for children.

Applied Arts

For a beneficial program, facilities should be available for the teaching of home making and industrial arts according to needs of the children at each age level. Stress is placed upon inclusion of appropriate learning of this type at every grade level.

Arts and Crafts

Arts and crafts should provide for exercising creative initiative in order to bring out innate talents. Basic skills may be developed.

Following are some suggested activities and materials: basket weaving, clay, paper and cloth scraps (mosaics), painting, papier-mache, cardboard as replicas of house and furniture,

loom weaving, buttons, corrugated cardboard, washers, beans, pieces of silk or wire screens, string, broken glass, popsicle sticks, tissue, napkins, straws, and burlap.

Music

Music is an important element in the lives of migrants. Continued application of music in their lives is certain. Programs that show migrants how to understand themselves better through their music need to be considered. Refinement and enrichment of their knowledge and appreciation can be a vital part of music programs. Include the types of music they enjoy.

Health

Self-maintenance should be a major objective of the health instruction. For many migrant children the noon luncheon is the basic meal of each day. It should be a well-balanced Type A meal. The lunch experience should involve nutrition education, the amenities, and socialization. Showers, brushing of teeth, hair combing, nail cleaning, clothing cleanliness, and organized play are all important to a well-rounded health program.

SOURCES OF HELP FOR MIGRANTS

The purpose of this section is to indicate the physical, financial, and spiritual resources that are or might be made available for enriching migrant life. These may be on the local, state, or national levels. Some are voluntary while others are governmental or cooperative efforts on behalf of migrants. People who will work with educational programs need to know other groups that can supplement and offer services that are not available in a regular school situation.

Community Service

The churches, civic groups, and individuals of a community can provide help to the children at day care centers, at summer schools, and to the migrants at their camps by providing toys, clothing, health kits, and both educational and recreational programs. Transportation of patients for medical care can be a service of vital importance to migrants. Through foster home care, chaplain service and community activities the migrant can feel needed and may integrate more effectively into the life of the community. Community centers for recreation provide wholesome activities for migrants.

Health services fall into (1) public health services, which are largely concerned with preventive medicine, and (2) curative procedures, which may be emergency measures for general and minor illnesses.

Health Services

Preventive measures include (1) sanitary regulations, (2) inspection of housing, (3) chest X-rays, (4) blood serological tests, (5) immunization, (6) tuberculin skin tests, (7) well-baby clinics, and (8) prenatal clinic.

Preventive Medical Aids

Corrective or curative medical services are the least organized, generally, of all the services for migrants. Emergency care for migrants should always be available in a hospital clinic.

Corrective Medical Aids

In some areas hospitals and clinics are far from the migrants' base. It may be necessary, therefore, to set up mobile units that will visit camps periodically. Auxiliary to such services are the observations of children by their teachers and day-care center attendants. Schools can aid in corrective medical care through a well organized school health program.

The use of wallet-size health records is growing in popularity with both migrants and health services. Sample copies can be obtained from the Colorado State Department of Public Health, Denver Colorado, the Delaware State Department of Health, Dover, Delaware, or the U. S. Public Health Service. These records aid in continuing proper care as migrants move from place to place.

Adequate Health Records

Local medical societies may establish low cost services to migrants in areas where medical attention is hard to get. If such service is not available a local organization can organize to cover adequately migrants who need medical attention.

Medical Societies Help

Nursing services may or may not be available through existing public health services and visiting nurse associations. If they are not available, a committee of interested citizens may have to work out ways of obtaining this service.

Nursing Services

A continuing health education program is a necessity for both children and adults. Children should get health instruction in school. Adult education is available from extension services of state universities, from farm bureaus, and from county public health nursing services. Education should cover nutrition, home-making, sanitation, group and personal health habits.

Health Education

Migrant health services are being expanded in certain states. The Colorado Department of Health is using federal funds from the Children's Bureau for migrant health programs. The California legislature appropriated $100,000 for migrant health in

Organized Health Services

1962 as a result of citizen committees' action. As with education, day care, housing, improvement of labor relations, and in other areas, progress in migrant health over the nation remains spotty, confined to a few locations where local leadership has pushed for better programs. State, and possibly, national legislation is needed and with it national citizenship leadership. The leadership, certainly, is as important as the legislation.

Citizens' Action a Potent Force

Citizen involvement in initiating corrective measures is a potent force. State and local citizen groups, by showing concern, may involve professional leadership in correction of poor conditions. State citizens' committees on migratory labor may inform the public of the conditions of migrant camps, educate the public as to these conditions and encourage state authorities to improve programs and to enforce the regulations that are violated.

Recognition for Good Work

Leaders of citizens' committees must visit and inspect camps so they know first hand the conditions they wish to correct. Insistance upon correction should follow. Effort to encourage voluntary enforcement may be more effective than legal enforcement. In Pennsylvania an appointed committee selected the camps with good records, and, at a public ceremony, certificates of merit were given to growers operating the best camps and to the crew leaders who maintained the best camp discipline. This has become a regular practice which promotes maintenance of improved facilities.

Residence Requirements Stop Progress

Migrants need to receive the same treatment as residents in respect to general welfare services. Such equitable consideration is prevented in numerous areas of the United States by residence requirements. A result is that county welfare for the laborers who harvest our crops becomes largely a matter of emergency relief.

Local Cooperation Works the Best

For county citizens' committees, specialized services to migrants are most challenging. One example of citizen committee success is the Fresno County Rural Health and Education Committee which is composed of growers, doctors, lawyers, ministers, and representatives of public health committees formed in labor camps. This committee set up the five West Side Clinics for the migrants of the county, where the entire family is cared for by a professional team composed of a physician, public nurse, nutritionist, and home demonstration teacher. Volunteer students of the migrant ministry assist. The project got under way when a grant was obtained from the Rosenberg Foundation, paying half the cost of setting up a clinic, with the county providing the remainder. After two years' trial, the county is paying the entire cost of the

clinics. As a result of this success, county-wide citizens' committees are spreading in California.

Another outstanding example of accomplishment by citizens' committees has been the organized effort by Colorado citizens to promote understanding of the need for adequate education opportunities for all migrant children. Using the knowledge of many citizens having regular contact with migrants and the factual findings of a state department of education study, lay groups organized to aid the legislature. Colorado now has legislation expanding the education program to meet the needs of migrant children and appropriated funds to assure implementation of migrant education programs in both the regular and summer school terms.

Recreation Vital Need

The need of the migrant child for recreation is great. Even day-care centers and summer schools do not completely fill this need as the child spends much of his time at camp where environment may not aid affirmative growth or even be safe. The community should make an effort to transport neighboring migrant children to its playground. Swimming pools should be open to them in the summer. For less than $100 anyone could provide a swing, slide, and sand-box for children of a camp. For a bit of effort and some imagination less formal play items may be assembled. Any investment in full and wholesome happiness results in growth for the migrant child.

State Migrant Committees

State-community cooperation can bring the greatest benefits to migrants. This fact is observable in many areas. Any state-wide committee on migratory labor should be comprehensive in membership and function. Committees will be more effective if they include membership of agencies that deal with migrant welfare, and also representatives of the concerned citizen organizations. Control by one group usually spells inertia.

Action by State Migrant Committees

Nine state citizens' committees exist at present. These are found in Colorado, Illinois, Indiana, Michigan, New York, Oregon, Pennsylvania, Washington and Wisconsin. Their principal services are: (1) the support of migrant legislation, as well as the existing laws and regulations affecting migrants; (2) the exchange of information on the progress being made; and (3) the education of public opinion on migrant problems. The Pennsylvania Citizens Committee, which is the oldest, is given credit for helping that state in initiating its program of day-care centers, now financed by the federal government, and for helping in passing legislation for summer schools.

Foundations Helpful

Foundation grants have initiated many worthwhile projects for migrants. Foundations make possible "pilot" projects which are expected to become a permanent public responsibility. The initiative for securing a foundation-supported program rests with the citizenry.

President's Committee

The federal resources for migrant aid are not fully known and utilized. They fall into two types -- the informational and the financial. Periodic reports are issued by the President's Committee on Migratory Labor. These reports describe the status of legislation and the progress being made in migrant welfare in the states. The Department of Labor and the Children's Bureau issue, from time to time, publications on various aspects of migrant welfare.

U.S. Children's Bureau

Some financial resources are available through the U.S. Children's Bureau under Child Welfare Services, and by authority of the Social Security Act. Sums of money are available annually to the states for the care of dependent children. Migrants are, undeniably, dependent children and have been so classified by the Children's Bureau. In 1960, the Children's Bureau reported, "The overwhelming consensus of state welfare agencies was that day -care centers are desperately needed for children of migratory agricultural laborers". (Migratory Labor Problem in the United States, Senate Report, 1098, p. 16, 1961.)

To initiate day-care centers, it is not necessary first to plan a chain of day-care centers for the entire state. Where there is need, a "pilot" day-care center can be set up as an experiment to be terminated at the close of the year. Often the center can be located in the building of the on-going summer school. New York, New Jersey and Colorado are coordinating their summer school and day-care programs.

State Departments of Education

Much useful information may be received from state departments of education, or of public instruction, which have already initiated efforts to improve migrant education. Several recommended state education sources are listed on page 17.

U.S. Office of Education

In 1962 a migrant education specialist was added to the staff of the U. S. Office of Education. Aid in securing sources of information may be obtained from the Office by directing requests to the consultant in migrant education.

Summation

The consensus of the experiences represented in the workshop delegates suggest that migrant education opportunities are improved when citizens, and organization and agency representatives

a. assemble the facts
b. analyze the facts for accurate, total understanding
c. evaluate the potential, establish purposiveness
d. present the information for public understanding
e. support efforts to organize and implement improved programs.

Knowing and using all available sources for support may make the road to successful accomplishment much easier than

attempting to create original sources of support.

Success in some measure always accompanies sound, intelligent effort.

SUGGESTED CONTACTS ON MIGRANT NEEDS

GENERAL MIGRANT INTEREST:

1. President's Committee on Migratory Labor

   Secretary of Labor, Chairman. U.S. Department of Labor. Washington 25, D.C.

2. National Consumers League, 1029 Vermont Avenue, N.W., Washington 5, D.C.

3. National Child Labor Committee, 419 Park Avenue South, New York 16, N. Y.

4. American G.I. Forum of the U.S., 621 Gabaldon Rd., N.W., Albuquerque, N.M.

5. National Catholic Rural Life Conference, 3801 Grand Ave., Des Moines, Iowa

6. National Association for Advancement of Colored People, 20 W. 48th St., New York 18, N.Y.

7. United Church Women, contact local groups.

8. National Council of Jewish Women, 1 W. 37th St., New York 36, New York

9. National Sharecropper Association, 119 E. 19th St., New York 3, N. Y.

10. Bishop's Committee for Migrant Workers, 1300 Wabash Ave., Chicago 5, Ill.

11. Unitarian Fellowship for Social Justice, 245 2nd St., N.E., Washington 2, D.C.

12. Citizens' Committees, State and Local

13. Labor Organizations - eg. AFL-CIO, National, State, and Local.

14. The Migrant Children's Fund, Inc., 119 E. 19th St., New York 3, N. J.

May Be Considered Also as Legislative Lobby Groups

CARE OF LOCAL DIFFICULTIES:

Emergencies

1. National Travelers Aid Association, 44 E. 33rd St., New York 10, N.Y.

TRANSPORTATION:

Education in Transportation and Use of Rest Stops

1. Department of Rural Education, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

2. National Congress of Parents and Teachers, 700 N. Rush St., Chicago 11, Ill.

3. Interstate Commerce Commission, Washington 25, D.C.

HOUSING:

Standards

1. President's Committee on Migratory Labor (see above)

2. Colorado State Department of Public Health, 4210 E. 11th Avenue, Denver

HEALTH PROGRAMS AND HEALTH EDUCATION:

Health

1. Public Health Services, Department of Health, Education, and Welfare, Washington 25, D.C.
(Miss Helen E. Johnston, Rural Health-Migratory Labor)

2. Children's Bureau, Department of Health, Education, and Welfare, Room 4512 North, Washington 25, D.C.
(Mrs. Jane Butler)

3. Department of Rural Education, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

4. Extension Services of State Universities

5. Farm organization, eg. Farm Bureau, Farmers Union, The Grange

6. Colorado State Department of Public Health, 4210 E. 11th Ave., Denver

EDUCATION FOR MIGRANT CHILDREN AND ADULTS:

General Education

1. Office of Education, Department of Health, Education and Welfare, Washington 25, D.C.
(George F. Haney, Specialist, Education of Migrant Children)

2. Department of Rural Education, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

3. State Departments of Education:

Arizona State Department of Education, Phoenix 7.
Particularly for multi-cultural education materials.

California State Department of Education, 721 Capitol Ave., Sacramento 14.
State and district program, curriculum materials.

Colorado State Department of Education, State Office Building, Denver 2.
State organization and administration, state legislation, curriculum materials -- summer and regular terms, survey of migrant education needs.

Florida State Department of Public Instruction, Tallahassee.
School district programs.

Illinois State Department of Public Instruction, Springfield. Methods in emerging program.

Indiana State Department of Public Instruction, Indianapolis.
Methods of emerging program.

Maryland State Department of Education, Baltimore 1.
Methods of emerging program. School district programs.

New Jersey State Department of Education, Trenton. Organization of new state program. Summer terms.

New Mexico State Department of Education, Santa Fe.
Language and curriculum for bicultural.

New York State Department of Education, Albany. Organization of state program for summer terms.

Ohio State Department of Education, Columbus. Organization of state program. Regular and summer terms.

Oregon State Department of Education, Salem. Organization and administration of active program, legislation, curriculum materials and methods, film on methods.

Pennsylvania State Department of Public Instruction, Harrisburg. Day-care program, new state program.

Texas Education Agency, Department of Education, Austin 11.
Organization of survey of education needs.

Washington State Department of Public Instruction, Old Capitol Building, Olympia. State organization, legislation.

4. Fresno County Superintendent of Schools, Fresno, California. (Walter G. Martin)

5. Pennsylvania State College, 116 Easterly Parkway, State College, Pennsylvania.
(Mrs. Naomi Naylor, Coordinator, Day Care Program)

6. National Congress of Parents and Teachers, 700 N. Rush St., Chicago 11, Ill.

7. The Migrant Children's Fund, Inc., 112 East 19th St., New York 3, N.Y.

8. The Center for Cultural Studies in Education, Adams State College, Alamosa, Colorado.
(Dr. Alfred M. Potts, 2d, Director)

9. Department of Rural Education, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

Vocational Education

10. National Council on Agricultural Life and Labor, 1715 N. St., N.W., Washington 6, D.C.

11. Area Redevelopment Administration, Washington 25, D.C.
(Hon. William L. Batt, Administrator)

WELFARE PROGRAMS AND INFORMATION:

Welfare

1. Department of Health, Education, and Welfare - write Mrs. Jane Butler or (see health) Miss Helen Johnston.

2. National Travelers Aid Association, 44 E. 33rd St., New York 10, N.J.

3. Migrant Ministry - (For local office addresses see the Department of Labor publication, Programs of National Organizations for Migrant Farm Workers and their Families), or write:
National Council of Churches of Christ in the U.S.A., 475 Riverside Dr., New York 27, N.Y. - for Regional Migrant Ministry directors.

4. Local Mennonite Church, American Legion Auxiliary, Salvation Army.

Recreation

5. Migrant Ministry - See 3 above.

6. National Council of Boy Scouts of America, New Brunswick, N.J. (Edgar W. Wolfe)
Regional addresses given in U. S. Department of Labor publication cited in 3 above.

7. Girl Scouts of the U.S.A., 830 3rd Ave., New York 22, N. Y. Regional addresses given in the U. S. Department of Labor publication cited in 3 above.

8. National Congress of Parents and Teachers, 700 N. Rush St., Chicago 11, Ill.

9. Public Health Services, Department of Health, Education, and Welfare, Washington 25, D.C. (Miss Helen E. Johnston, Rural Health-Migratory Labor)

Child Care

10. Children's Bureau, Department of Health, Education, and Welfare, Room 4512 North, Washington 25, D.C. (Mrs. Jane Butler)

11. Department of Public Welfare, Pennsylvania Department of Welfare, Harrisburg, Pennsylvania (Including foster care). (Mrs. Marion L. Sheridan)

12. New York State Department of Social Welfare, Albany, N.Y. (Mrs. Ann George)

13. Colorado Board of Standards of Child Care, (Write Mrs. Lucile H. Latting, State Department of Education, State Office Building, Denver 2, Colorado).

14. National Association for the Advancement of Colored People, 20 W. 48th St., New York 18, N.Y.

Abuses of Wage Payments and Social Security Deductions

15. Workers Defense League, 112 E. 19th St., New York 3, N. Y.

NATIONAL ORGANIZATIONS:

The handbook of the U. S. Department of Labor, Programs of National Organizations for Migrant Farm Workers and Their Families, lists the national organizations with descriptions of their fields of interest and activity.

DEPOSITORIES FOR MIGRANT PUBLICATIONS:

(Agencies and organizations publishing materials in any form are requested to place the following centers on their mailing lists. Inquiries may be directed to them.)

1. The Center for Cultural Studies in Education, Adams State College, Alamosa, Colorado.

2. The Migrant Children's Fund, 119 E. 19th St., New York 3, N. Y.

3. Specialist, Education of Migrant Children, U. S. Office of Education, Washington 25, D.C.

4. National Child Labor Committee, 419 Park Avenue South, New York 16, N. Y.

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2. U. S. 87th Congress. Programs for Improving Educational Opportunities for Migratory Farm Workers and Their Children. (A Report by Senator Harrison A. William. Jr. to Accompany S. 1124.) August 9 (Legislative day August 8), 1961.

3. U. S. 87th Congress, 1st Session, Senate Committee on Labor and Public Welfare. Second Report of Subcommittee on Migratory Labor Pursuant to S. Res. 86. A Resolution Authorizing a Study of the Problems of Migratory Labor (March 1, 1962). Washington, D. C.: Government Printing Office, 1962.

4. U. S. 87th Congress,1st Session, Senate Committee on Labor and Public Welfare, Subcommittee on Migratory Labor. Hearings Pursuant to S. 1123, S. 1124, S. 1125, S. 1126, S. 1130, and S. 1132, Bills Relating to Migratory Labor. Vol. I (April 12 and 13, 1961). Washington, D. C.: Government Printing Office.

5. U. S. 87th Congress, 1st Session, Subcommittee of the Senate Committee on Banking and Currency. Hearings Pursuant to S. 1127 and S. 1249, Bills to Amend Title V of the Housing Act of 1949 to Assist in the Provision of Housing for Domestic Farm Labor (May 31 and June 1, 1961). Washington, D. C.: Government Printing Office, 1961.

6. U. S. 87th Congress, 1st and 2nd Sessions, Senate Committee on Labor and Public Welfare, Subcommittee on Migratory Labor. Hearings Pursuant to S. 1129, A Bill to Stabilize the Domestic Farm Labor Force. Vol. II, Pt. I (May 17 and 18, 1961) and Pt. II (February 8 and 9, 1962). Washington, D. C.: Government Printing Office.

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7. Brice, Edward Warner. Education of the Adult Migrant. (OE-13012, Bulletin 1961, No. 6.) Washington 25, D.C.: Superintendent of Documents.

8. Bureau of Employment Security, Farm Labor Service. Crops Requiring Seasonal Hired Workers (9-604119). Washington, D.C.: Government Printing Office.

9. Department of Labor. Child-Labor Provisions of the Fair Labor Standards Act (The Federal Wage and Hour Law). (Child Labor Bulletin No. 101, 0-477520.) Washington 25, D.C.: Government Printing Office, 1958.

10. Department of Labor. Fact Sheet on Migratory Farm Labor. Washington 25, D.C.: Government Printing Office, 1961.

11. Department of Labor, Bureau of Employment Security. Farm Labor 1959. (Employment Security Exchange, No. 14.) Washington 25, D.C.: Government Printing Office.

12. Department of Labor, Bureau of Employment Security. Hired Farm Workers in the United States (0-607988). Washington 25, D.C.: Government Printing Office.

13. Department of Labor, Bureau of Employment Security, Farm Labor Service. Major Agricultural Labor Demand Areas (0-619239). Washington 25, D.C.: Government Printing Office.

14. Department of Labor, Bureau of Employment Security, Farm Labor Service. Summary of State Reports on the Impact of Technological Advances in Agriculture. (ESPL No. 1172.) Washington 25, D.C.: Government Printing Office.

15. Department of Labor, Bureau of Labor Standards. The Community Meets the Migrant Worker. (Bulletin 221.) Washington 25, D.C.: Government Printing Office, 1960.

16. Department of Labor, Bureau of Labor Standards. Programs of National Organizations for Migrant Farm Workers. (Bulletin 236.) Washington 25, D.C., 1961.

17. Department of Labor, Bureau of Labor Standards. State Migratory Labor Committees, Their Organization and Programs. (Bulletin No. 5.) Washington 25, D.C.: Government Printing Office, 1960.

18. Department of Labor, Office of the Secretary. Report to the President on Domestic Migrant Farm Labor. Washington 25, D.C.: Government Printing Office, 1960.

19. Department of Labor, President's Committee on Migratory Labor. Migratory Labor Notes. Washington 25, D.C.: Government Printing Office. (Periodically published; names can be placed on mailing list).

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22. U. S. Congress, Senate Committee on Appropriations. Children in Migrant Families. (A Report Submitted by Social Security Administration and Children's Bureau, December 1960.) Washington, D.C.: Government Printing Office, 1961.

23. U.S. Department of Health, Education and Welfare. Planning Education for Agricultural Migrants. (Report on Two Conferences: North Central States Conference, Kalamazoo, Michigan, May 7-10, 1957; Southwest States Conference, Santa Fe, N.M., May 15-17, 1957.) Washington, D.C.: Government Printing Office, July 1957.

24. U.S. Department of Health, Education and Welfare, Division of Special Health Services, Public Health Service, Region VIII. Migrant Labor Health Project, Lower Snake River Valley: Idaho and Oregon (May 21-September 15, 1955).

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Arizona

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26. Arizona, University of, College of Education. Workshop for Teachers of Bilingual Students (July 17-August 19, 1961).

27. Council of State Government, Western Office. Migratory Labor in the West. (Background Information for Western Interstate Conference on Migratory Labor, Phoenix, Arizona, April 1960.) San Francisco 4 (582 Market Street): the Council, March 1960.

28. Council of State Governments, Western Office. Proceedings of Western Interstate Conference on Migratory Labor. (Phoenix, Arizona, April 10-13, 1960.) San Francisco 4 (582 Market Street): the Council.

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Maryland

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Michigan

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New Jersey

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Wisconsin

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PARTIAL LISTING OF

SERVICES AVAILABLE TO MIGRATORY PEOPLE

INCLUDING LEGISLATION PENDING AS OF JULY 25, 1962 AND SERVICES AVAILABLE BUT NOT CURRENTLY USED.

NEEDS	FEDERAL	STATE	COUNTY	COMMUNITY	ORGANIZED - NATIONAL VOLUNTARY*	OTHER
Crew leader Regulation Honest Recruitment Fair dealing	Pending: S1126 in House Rules Com For Lobbies, see list appended Sen. Harrison Williams mailing list on Migrant Legislation.	Citizens Committees Migrant Ministry Labor Groups } Lobby for Legislation Farm Placement Services act as a mild regulating service		Depends on individual employer-crew leader Citizens committees may spot and fight abuses	*(See U.S. Dept. of Labor's "Programs of National Organizations for Migrant Farm Workers and Their Families") Lobby groups, i.f. Migrant Ministry chaplains may spot abuses. Advisory Committee on Farm Labor has aided formation of Citizens' Committees	Citizens' Committees Influence Public Opinion
Transportation Type of vehicle Equipment Inspection Driver Qualifications Periodic Rest	I.C.C. to apply to transportation of migrants Public Law 849 President's Committee on Migratory Labor Lobbies Citizens Committees encouraging uniform State Laws to regulate transport .tion of Migrants	State Laws: Some have; enforce Some have; don't enforce Some don't have State University & Farm Bureau Extension Services State Traffic Department (enforcement & aid in breakdowns) Travelers Aid (breakdowns, injuries, crews stranded, etc.) Fire & Safety Department Citizens Committees & Civic Organizations at work to furnish Rest Stops.		Summer Schools Education on use of Restaurants and Rest Stops	National Congress of Parents & Teachers National Travelers Aid Association	
Housing Sanitation	Presidents Committee on Migratory Labor urges federal agencies to inform employers & employees re use of Housing Act of 1961. Has recommended model minimum Standards of Housing	State Departments of Health & of Labor } Set up or should set up minimum standards of housing. State Sanitarians inspect and enforce; sometimes instruct migrants in sanitation. (and posters) Citizens Committees may spot infringements; may create incentives for improvement. State University Farm Bureau } extension services		Voluntary Group Projects May help Migrants and employers in improvement, furnishing & decoration of quarters, and care of property.	Migrant Ministry United Church Women NEA Dept. of Rural Education American Friends Service Committee helps Migrants help themselves and gets grower-labor-cooperation, Tulane, Calif.	Citizens Groups Arouse public opinion Unite with farmers to seek measures to improve conditions; to instruct migrants in care of property; promote incentives by awards.
Health	Dept. of Health, Education & Welfare: Public Health Service Children's Bureau cooperates with Pending Bill HB 12365	State Dept. of Health State Medical Society (Rural Health Com.) State Academy of General Practice -- Rural Health Com. Preventive measures Chest X-rays Serological tests TB Skin tests of children Immunization of children and adults Child Health evaluation Public Health Nursing Services Health Education Services: State University Farm Bureau extension services - Adult Instruction Use of wallet sized health records reciprocally between states is increasing - should become established. State and/or County Health Advisory Committees should aid Migrant medical care.	County Health Units County T.B. Units County Medical Society Patient Care Hospital emergency Hospital Clinics Office practice Mobile Clinics Visiting Nurse	Red Cross (Medical Supplies) Summer Schools Health Instruction of Children Foster parents can also instruct migrant mothers in child care. (see Welfare.)	Migrant Ministry Day care centers Rest, snacks noon meals TLC NEA, Dept. of Rural Education National Visiting Nurses Association	Citizens Committees can assist in improving medical care where it is deficient or where confusion exists, by approaching the pertinent Medical Society with a straightforward presentation of facts (not rumors). Get states not already using uniform wallet sized health records to do so. Promote State and/or County Health Advisory Committees - Sections on Rural Health
Education	Pending Bills S1124 for aid to States for Migrant Education, Adult and Children in House Rules Committee HB 10682	State Boards of Education District Boards of Educ. Summer Schools, pre-school for children without school experience Kindergartens State and/or County School Advisory Committees; if non-existent may be needed. State University and Farm Bureau Extension Services may cooperate with Boards of Education for Adult education State Board of Welfare, Migrant Ministry -- Day-Care, preschool. Some Mennonite Children -- " " " Area Redevelopment program; State and County Boards of Educ. -- Vocational training Youth and Adults			Migrant Ministry Day Care-custodial Preschool training The Migrant Children's Fund National Congress of Parents and Teachers NEA Dept. of Rural Education National Council on Agricultural Life and Labor - Vocational Tr.	Citizens' Committees alert communities to the need.
Welfare	Dept. HEW general allocations usable for Migrants including Day Care centers Where insufficient, reallocated funds may be applied for 1 year in advance.	State Welfare Funds Some waive residence requirements -- available to Migrants Some limit to residents except for emergencies -- e.g. Migrants Most limit services to residents Services -- Day Care Centers for preschool tots -- Foster Home Care of infants by day or week -- Relief Surplus food is available to Migrants local distributors can adapt red tape -- e.g. 1 camp's supply on individual listings may be collected in one lot by a disinterested person (e.g. migrant minister).		Relief United Church Women through Migrant Ministry Mennonite Church American Legion Auxiliary Other Voluntary Groups	Migrant Ministry National Council of Parents and Teachers National Travelers Aid Association Red Cross National Visiting Nurses Association	Citizens Committees can work with Welfare Departments to waive residence requirements and/or to obtain reallocated funds. Foster Parents may be instructed by Dept. of Welfare on instructing Migrant Mothers in elements of infant care.
Recreation		State Recreation areas should be available Migrants may need to learn how to use them	Local recreation facilities should be available	Migrant Ministry Chaplains Volunteer Groups	Migrant Ministry Boy Scouts of America Girl Scouts of U.S.A. American Friends Service Committee Workcamp projects	Much work here for Citizens Committees. Look into mobile recreation units -- as of Friends Neighborhood Guild, Phila., Pa. 525 Fairmount Street
Child Labor	Pending Bills S1123 -- now in House Rules Com.	States have child labor laws applying to Migrant children	Child accounting div. of Public Schools get school aged children into the regular school sessions. Emphasis fall, spring periods.		Lobby groups -- see appended list. National Child Labor Committee Migrant Ministry See Labor Depts. "Programs ..." (appended list)	Citizens Committees very important here.
Minimum Wage	Pending Bill S1122 -- Still in Senate (Write Sen. Harrison Williams)		(Most employers depend on prevailing wage rate which may in effect be a wage for which only migrants will work.)		Lobby groups Legal aid for abuses: Workers Defense League NAACP	Citizens Committees Arouse public opinion Get growers to develop public opinion vs. abuses
Unemployment Compensation & Insurance Social Security	U.S. Dept. of Labor Studying, with cooperation of several state employment security agencies - P.C.M.L. will make recommendations on completion of these studies	Some states have it (few)	Some companies have it. Social Security is being used by migrants increasingly. Much abuse reported -- how to check?		Migrant Ministry -- chaplains may spot abuses Legal aid for abuses Workers Defense League NAACP	

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